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ABSTRACT

This document presents a comparative study of two approaches to English as a second language and cultural education for immigrant children recently arrived in Canada. Both approaches have the same basic philosophy that the child should learn language and culture together, at his own pace, stimulated by his curiosity and his growing awareness of similarities and differences between cultures and languages. The difference lies in the physical settings and the resulting degree of isolation from regular schools. The Main Street School is completely independent while the Regional Reception Centres operate in classrooms, usually portables, attached to regular schools. The technique for comparison was two-fold. Interviews were conducted with students who had been "graduated" from either of the programs. For the second part, the regular-school English teachers of the students interviewed completed a rating of the students in such areas as discipline, general adjustment, general performance level, and prediction of how far the student will go in his schooling. (VM)

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MAIN STREET SCHOOL AND REGIONAL RECEPTION CENTRES:

A COMPARISON OF "GRADUATES"

Susanne Mowat

August, 1969

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MAIN STREET SCHOOL AND REGIONAL RECEPTION CENTRES: A COMPARISON OF "GRADUATES"

INTRODUCTION

On April 14, 1969, the "Educating New Canadians Committee" of the Board of Education for the City of Toronto requested that the Research Department provide information about students who had attended Regional Reception Centres. The study reported on these pages was undertaken in order to comply with the request.

Philosophy of the Programmes

Both Main Street School and the Regional Reception Centres provide special programmes and settings for the education of newly arrived immigrant students. Although they are referred to as "programmes" throughout this paper, this is not an entirely appropriate label as it implies a highly organized sequence and structure that is not present in either situation. More properly they are "approaches" or "methods of approach" based upon a similar philosophy and set of objectives, but operating in different physical settings.

The philosophy underlying the programmes is as much concerned with introducing the child to the English-Canadian culture as it is with introducing him to the English language. In part, this idea arises from the position that, "A culture and the language used by it are inseparable...."[1] and in part from an awareness of the challenge of acculturation.

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1 Gladstone, J. R. "Language and Culture." English Language Teaching, January, 1969, pp. 114-117, (p. 115). This reflects Wittgenstein's position: "Language is culture."

To quote from a recent Toronto Board of Education publication[2] dealing with the subject --

> "Language is the noise of a culture talking to itself....The way of life into which an individual is born provides the cultural mould which forms his beliefs and values, influences the way he feels, thinks and acts, and endows him with a language system which determines the way he speaks. Language is the result, not the cause...thus, one cannot acquire fluency in language without acquiring some understanding of the culture which that language expresses. A Greek is not a Greek because he has learned to speak the language of Greece; but rather he speaks the language of Greece because he is a Greek." (emphasis added)
>
> (Publications Department, 1969, pp. 1-2)

The programmes, thus, encourage fluency in language and an awareness of culture. This is done through a series of introductions to the immigrant's new world, through field trips, discussions, and specific experiences with materials as in science and art. The programme has many similarities to the "language experience" approach which is used in the regular school programme. Ideally, the child learns language and culture together. He does this at his own pace, stimulated by his curiosity, his growing awareness of similarities and differences between cultures and languages and his growing self-confidence.

Both programmes isolate the immigrant child from the regular school programme, although perhaps not to the same extent, until his teachers feel he can fit into a regular programme without undue strain. The programmes are flexible enough to take into account the fact that reaching this point takes longer for some children than for others. Some schools with Regional Reception Centres have created transition classes in which children take some subjects in the regular school while retaining the transition class as a base. In theory, however, the child leaves

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2 Publications Department. English as a Second Language. Toronto: The Board of Education for the City of Toronto, Publications Department, 1969.

the special programme when he has achieved self-confidence, security, and basic linguistic and cultural skills adequate to cope with the regular school environment.

The difference in the physical settings of the two programmes is such that the question arises as to whether there are differences in outcomes, despite the philosophic similarity. The independence of Main Street School is both physical and apparent: it is a school devoted entirely to some 200 New Canadians (figures reported in a personal conversation with the principal, April 30, 1969). Regional Reception Centres operate in classrooms, usually portables, attached to regular schools. Thus, it is difficult to determine the actual degree of isolation or insulation they maintain; certainly transition classes in such a setting, as described above, are a logical evolution from their physical connection to a regular school.

The Study Design

In deciding the methods by which questions about Main Street School and Regional Reception Centres might best be answered, several factors were taken into account.

A major consideration was the information already available from ongoing research. The massive New Canadian study, for which data were gathered in the Spring of 1968, included provisions to compare graduates of Main Street School with graduates of withdrawal classes.[3] The stress in this comparision was on school-related abilities and aspects of school success. Although the Main Street School approach and withdrawal classes seem different

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3 In withdrawal classes, also in operation in the City, students attend a regular programme but are "withdrawn" on a regular basis to receive special English instruction. This special instruction is often as frequent as two hours a day, but this varies from school to school, and also according to the needs of each pupil.

from one another in philosophical basis and are very different in operation, results of the data analyzed indicated no significant differences between graduates with one exception, in arithmetic skills. Therefore, it seemed likely that there would be little differences on such measures between Main Street School and the Regional Reception Centres where philosophy was similar.

It was decided, therefore, to concentrate on the rather more nebulous question of aims and objectives, i.e. whether or not they were being met, by both or either programme, and if so, to what extent. A possible disadvantage in making this decision is that the aims and objectives of approaches such as Main Street School and the Regional Reception Centres are couched in ambiguous terms. Concepts such as acculturation, security, self-confidence, have meanings which vary not only with people who might use these terms but also in their application to various students. It is, therefore, difficult to determine the precise degree to which any of these attributes might be present in a given situation. Therefore, the researcher who sets out to deal with them must be prepared to accept, and make, subjective judgements. A possible advantage in making this decision, however, is that it enables the study to deal with individuals in a personal fashion, providing information about New Canadians, of a different kind from that of the massive study based on standardized testing.

It was decided to focus on individual students who had participated in and graduated from the programmes. These students would be interviewed about their school experiences and their feelings about their education. To provide the necessary counter balance for this student-centred view, it was decided to ask each interviewee's English teacher, in the regular school programme, to complete a set of ratings of the student in such general areas as discipline, acceptance of school goals, language, reading, etc. As the

rating forms had been used previously, results were available for a sample of Toronto students and could be used for the purposes of comparison.

It was planned to have completed interviews and teacher ratings for an equal number of "graduates" of Main Street School and of the Regional Reception Centres. The students from both groups would be matched on the bases of sex, mother tongue, and age.

The Interview Schedule

The interview schedule was comprised of four sections which the Research Department hypothesized would deal with "areas of importance."

The first section inquired about the importance which students attached to the "acquisition" of culture and language. They were asked what the schools should do for New Canadians, and what help New Canadians in general and each interviewee in particular needed upon arrival. The next question concerning the most difficult thing each student had had to do since coming to Canada was an attempt to obtain more specific information in this same area. The greatest benefit of the programme as perceived by each student was covered by the last question in this section: how did Main Street School, or the Regional Reception Centre, help you?

In section, two the student was asked to recall relevant experiences with the intent of determining the extent of the similarities or differences between the two programmes which operated under such different physical conditions. The first questions dealt with the general "mood" of the programmes and the interpersonal relations of the students, e.g., what did they remember of the first day? how did the other students treat them? had they ever helped other New Canadians who arrived after them? The latter two questions had another purpose as well, that of providing information

about the extent and nature of the help which longer established students could give those more recently arrived, thus, facilitating the school's acculturation programme.

The three questions in section three dealt specifically with the learning of English. Because it was suspected that the degree of integration with English-speaking pupils and/or the actual use of English might vary between the programmes, students were asked how much English they had to use, and whether or not they had any English-speaking friends. A final question asked whether learning English was difficult.

The questions in the fourth section, including a number which were asked in previous sections, dealt with the student's experiences in the regular school which he now attended. Under these circumstances the questions that were repeated took on new significance. Students were asked first of all what they remembered of their first day at the regular school they now attended. These statements were to be analyzed not only in terms of how they compared to statements about the first day at Main Street School or the Regional Reception Centre, but also in terms of the students' feelings of self-confidence, security and ability to cope with the new environment. Because one programme goal was to prepare the student to cope successfully with the new school, the following question was an attempt to determine in which areas; if any, the student felt his preparation had been weak or inadequate: was the new school what they had thought it might be? Further clues might be provided by answers to another question concerning differences between the special English programme and the new school.

Interaction with English-speaking students in the new school environment, another possible index of the immigrant student's integration, was taken into account in two questions: do you have any English-speaking

friends now?, and do English-speaking students ever tease you or make fun of you? Other general assessments of integration were to be provided by answers to questions regarding what things made the students lonely or unhappy, whether they were doing well in school, and, if applicable, what things were holding them back.

Concluding the interview were four general questions, concerning what advice each student would give a just-arrived New Canadian; what each student had learned about this city and country; what differences he saw between school here and school in his native land; and who had helped him the most since he came to Canada. Answers to the middle two questions would provide not only an indication of acculturation and integration, but also another hint as to what aspects of Canadian society were significant to New Canadian students.

The specific questions used in the interview (see Appendix), and their sequence were evolved through a series of pilot runs with individual students who would soon be leaving Main Street School. This procedure helped to minimize the use of difficult vocabulary and concepts in the questions.

The interviewer was instructed to probe on any questions where she felt further information could be gained. The interview schedule was to be used only to initiate the questioning on each topic and to ensure coverage of a common set of topics.

In one sense the expectations of the department were not quite realized. As the interview transcripts were analyzed, it was noted that to some extent responses to the questions were not falling exactly into the predetermined categories. Students frequently mentioned problems, or impressions, of which the department had been quite unaware when it designed

the semi-structured interview schedule. To reflect more accurately the students as individuals, and to be consistent with the intent of the interview, the categories developed and used for the report are those that reflect most closely the pattern of the students' responses.

The Teacher Ratings

Each student's English teacher in the regular school which he attended was asked to rate the student in nine categories: discipline; ability to get along; acceptance of classroom goals; general adjustment; reading; language; use of out-of-school experiences in class; general performance level; and a prediction of how far in school the student will go. For each category there was a choice of five ratings, ranging from "0" the lowest, to "8" the highest.

Similar rating forms have been used by the Research Department in other studies. They have been found to provide a good estimate of how the student is getting along in school in the teacher's perception, i.e. the student's "school success" or achievement. The form used was the same as used in the other concurrent New Canadian substudies and comparable Toronto data existed from testing done in the Spring of 1968.

The English teacher was selected to complete this task for a number of reasons, including the fact that everyone takes English and, therefore, has an English teacher: more to the point, English classes provide opportunities for considerable language usage, and the English teacher is probably in a good position to provide ratings on language and reading.

Identification and Description of the Sample

In April, 1969, Main Street School provided a list of all students who had left the school, i.e. "graduated" since September, 1968. Since mother tongue was to be a matching factor, five students speaking languages known to be relatively rare in Toronto were dropped because suitable matches were unlikely. Three students were not yet in secondary school and other graduates were not currently attending the secondary school to which they had transferred resulting in a further diminution of the sample. Ultimately, 23 Main Street School graduates were interviewed.

When the next step began, telephoning schools known to have Regional Reception Centres to find matches for the Main Street School students, a number of problems became apparent. In some cases identification of appropriate students was dependent more upon the memory of principals and teachers than upon actual records; therefore, information needed for matching could not always be provided. Secondly there was a discrepancy in ages between students in the two programmes. Main Street School students are 12 years or older while Regional Reception Centres, which are usually part of a senior school, have few students as old as most of those at Main Street School. Ultimately, it was necessary to abandon plans to maintain a strict age match.

The third problem was more serious and had to do with the demographic character of the City. Main Street School is located in the east end of the City and educates many Greek-speaking students; whereas the Regional Reception Centres, most of which are located west of Yonge Street have very few such students.[4] Finding Greek-speaking matches was to prove the hardest task

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4 This may be because withdrawal classes also operate in the public schools, as well as the Regional Reception Centres, and which one a student attends is often a matter of geographic chance. Regional Reception Centres, therefore, are not necessarily operating in major reception areas of any particular ethnic group. For a discussion of the location of group reception areas, see Mowat, S. Reception Areas of Non-English Speaking Pupils: An Extension of Cost Analysis Data. Toronto: The Board of Education for the City of Toronto, Research Department, 1969 (#73).

in the entire study. Finally a total of 44 interviews were conducted. All interviews are included in the discussion of interview results; only the matched pairs are used in comparing the teacher ratings.

Interview transcripts and a rough academic biography for each student made it clear that the two programmes were not the only source of language instruction. A great many students knew some English when they arrived in Toronto. This was especially true of the Main Street School group, where only 12 of the 23 students interviewed reported knowing no English when they arrived. Of those who spoke a certain amount of English, two or three were quite fluent, others less so. Of the Regional Reception Centre graduates, 18 of the 21 interviewed knew virtually no English on arrival.

The students cannot rightly be called "graduates" of a specific programme; many students have attended more than one centre of special English instruction in Toronto. At Main Street School, two or three mentioned having attended night school, or summer school; one attended classes at the International Institute; one spent some time at a Regional Reception Centre before going to Main Street School; one spent several months at work during which time he acquired considerable fluency in English. As Main Street School operates in July and August for those students who wish to attend, reports of having attended "summer school" may or may not be misleading.

The length of time spent by students at Main Street School, using the students' own estimates, are as follows:

Months	No. of Students
1	4
2	2
3	3
4	3
5	0
6	1
7	1
8	3
9	2
10	1
11	1
12	1
13	1

Estimating how much time a student has spent in a New Canadian class is more difficult in the case of the Regional Reception Centres. First, their degree of integration into the regular programme is unknown and varies greatly from student to student and school to school. Secondly, an unknown number of students had been in Canada long enough to have received some special help at their junior public schools as well. Furthermore, three or four Regional Reception Centre graduates mentioned that they had attended summer school; one had attended night school and summer school; at least two attended a parochial school in the City for periods of 7 and 18 months respectively, by their own estimation, before entering public school and its Regional Reception Centre; at least one pupil spent five months in another Canadian city before coming to Toronto.

Based only on the students' estimates of how much experience they had had in the Regional Reception Centre they last attended, the figures are as follows:

Months	No. of Students
4	1
5	1
6	1
7	1
9	6
10	2
12	4
16	1
18	2
20	1
24	1

It should not be concluded that special English instruction necessarily ended upon "graduation" from either programme. It was discovered that many of the students are now in New Canadian transition classes in their secondary schools, or are receiving some special English either as a supplement to their regular curriculum or as a replacement for a regular subject, most often English. It would be impossible to give a firm estimate of how many are now receiving how much of what kind of help; although at least half and probably more of the students in this study do fall into this category. Arrangements for instruction in special English vary from school to school, as do the criteria used for deciding which students should receive it; therefore, receiving special help is not necessarily a reflection on the language ability of the students involved. Furthermore, many students are probably receiving help on an informal basis from a regular teacher.

While such variation in special English instruction, past and present may prove awkward for research designs, or for those who would wish precise estimates of length of attendance in special English programmes, it does give an encouraging overview of the state of second language learning in the City. It would appear that there is flexibility in the application of various programmes and that, in some degree, the system does respond to the individual needs of its New Canadian students.

The age of the students interviewed from both groups ranged from 14 years to 20 years. Generally, the Main Street School graduates were older: whereas the mean age of Regional Reception Centre graduates was 15.6 years, the mean age of Main Street School graduates was 17.4 years. In addition, whereas all Regional Reception Centre graduates were in Grade 9, Main Street School graduates were distributed as follows:

Grade	No. of Students	Mean Age
13	1	20.0
12	5	18.0
11	3	18.0
10	5	17.4
9	9	16.0

These statistics are based on the age of the students recorded in terms of years, not of months. It will be noted that there is some difference in average ages for Grade 9 between the two groups (15.6 versus 16.0).

In both groups the largest number of interviews was obtained from Chinese-speaking students: nine from Main Street School and nine from the Regional Reception Centres. Three Portuguese-speaking Main Street School graduates were interviewed and five Regional Reception Centre graduates. Eight Greeks were in the Main Street School group and only four from the Regional Reception Centres. Three Italians and three Poles were also interviewed, the "extra" Pole was from Main Street School, the "extra" Italian from a Regional Reception Centre.

INTERVIEWS

All interviews, conducted in English by the same interviewer, were taped and transcribed. Although some took over half an hour, most lasted about 20 minutes. An overall difference between the two groups can be discerned from the transcripts, probably at least partially attributable to the overall age differences noted above. Responses from the Main Street School students on the whole were somewhat longer, often more considered and articulate (although no more fluent in English), and often more concerned with academic and scholastic pursuits. More of the Main Street School graduate group is currently enrolled in collegiate institutions and academic programmes. Because the Regional Reception Centre group was not selected at random but to match on certain criteria, their academic placement is not necessarily representative. It is probably true that a 17 or 18 year old immigrant who decides to continue his or her schooling in this country is a more academically inclined student than the average. Obviously this group of the immigrant population will be disproportionately represented at Main Street School, which only admits students over 12 years of age, and whose student body is to some extent drawn from over half the City.

Main Street School graduates are all describing the same school more or less. The Regional Reception Centre graduates, on the other hand, are from different classrooms in different schools. An unfortunate consequence is that Main Street School may tend to have failings or virtues magnified while the diffusion of focus for the Regional Reception Centres may tend to de-emphasize failings or virtues.

The mother tongue of the student being interviewed also influenced the duration and depth of the interview. It was the interviewer's subjective opinion that she had the greatest difficulty talking with the Chinese students, even some of those who claimed to have spoken English before they came to this country. Her fluency in Italian and limited knowledge of some other European tongues as well, made it possible for her to prompt and help students speaking these tongues when the need arose, as it often did (e.g., no student in either group knew the meaning of the word "advice").

The organization of responses in the following pages arose naturally from the categories of issues discussed by the students themselves. Quotations used as headings are taken from the interview transcript. Quotations used in the body of the report are identified as "MSS" (for Main Street School) or "RRC" (for Regional Reception Centres) followed by a number assigned to each transcript on an alphabetical basis. Therefore, "MSS 16" following a quotation indicates to the reader only that the statement was made by a Main Street School student; the numerical codings indicate the extent to which each student's responses are quoted. Words of the interviewer, represented in capital letters, are used only where they are necessary to provide continuity.

What Help Do New Canadians Need

From the beginning of the interviews, there could be no doubt that the students considered a knowledge of English important. Asked what help they had needed when they arrived in Canada, 15 of the 23 Main Street School students, and 17 of the 21 Regional Reception Centre students mentioned nothing else: They needed help in English. The proportion of students who said that the most important thing a school could do for

New Canadians was to teach them English was about the same, a view perhaps best expressed by a Main Street School student:

> "[The most important thing] is just more English for New Canadians. Once you understand English, life is not as hard as if you don't. And you can't study anything else until you know English." (MSS 4)

Or, as another Main Street student put it, with admirable simplicity, "To know words makes things easier." (MSS 22).

Only a minority of students -- six from Main Street School and three from the Regional Reception Centres -- mentioned the acculturation issue, and spoke of the importance of an introduction to the Canadian way of life, or of the importance of a warm and friendly atmosphere. With one exception, however, this concern was combined with a concern for the knowledge of English:

> "First teach [the New Canadian] English, and after teach him the things he wants to learn. Let him know what Canadian people are like. Because they are very different from us, and the way they teach is different too....I needed friends. I had no friends. If a person doesn't speak English he can't talk to anyone here." (RRC 4)

> "[The most important thing] is to give him friendship. The teacher must give him freedom, but he must also tell him what to do. And he must always be taught a lot of English." (MSS 9)

Even students who spoke of more particular aspects of acculturation connected their difficulties to their inadequate English language ability:

> "First I needed to learn the language and secondly, I needed money. Because I didn't speak English I couldn't work." (MSS 10)

English was equally important to the students from both programmes, whether it was to get a job, to make friends, to find their way around the City, or to continue in school. In this regard, graduates of the two programmes were virtually indistinguishable.

What Help Do the Programmes Give?

Although the students were unanimous in stressing the importance of English, they were less unanimous in their discussions of what help their respective programmes had actually given them. Responses to the question, "How did Main Street School/Regional Reception Centre help you?" fell roughly into the following categories:

	Main Street School	Regional Reception Centre
"Taught me English."	9	13
"Provided contact with others of my ethnic group."	--	1
"Taught me English and provided an introduction to this culture."	2	--
"Provided introduction to this culture."	3	--
"Was like a family to me."	2	--
"No help at all."	4	1
Uncodable	3	6

It will be noted that most of the Regional Reception Centre responses fell into the simple "Taught me English." category, whereas the Main Street School responses were more varied. Attempts to explain this scattering would have to include the fact, already noted, that half the Main Street students reported that they knew some English when they arrived in Canada (a view, perhaps, that an impartial observer might not share); virtually none of the Regional Reception Centre graduates reported having known English. Thus, at least two of the four negative reactions to Main Street School:

"Main Street? It didn't help me in anything.... I had already studied English in Hong Kong." (MSS 1)

"Main Street didn't matter for me....That's the best school for the new students who never learned English before."

AND YOU KNEW ENGLISH ALREADY?

"Yes, I am a student too, you know, in Hong Kong, so I don't need that school." (MSS 7)

For those who already knew some English Main Street School could, however, provide a valuable introduction to Toronto schools. Quotations from two students who attended Main Street School, one month and three months respectively, probably fall into this category.

"They helped me to adapt to the new system. If I hadn't gone there, I wouldn't have had a transition period and without that period I would have been shocked by the system here and because back home we don't have the same liberty at school...." (MSS 3)

"They were really very friendly. I have to say that. They are a family really there. They made me feel at home. When we were there we didn't feel like we were at school. They were so friendly. So I think they helped me a lot." (MSS 4)

The First Day

Answers to the question of what the students remembered of their first day at Main Street School or the Regional Reception Centre were a revealing of the students' feelings and of what made them happy. Furthermore, the kinds of answers given differentiated to some extent the graduates of the programmes.

Of 19 usable Regional Reception Centre responses, 15 described their feelings, of unhappiness and pessimism. One can imagine them entering various classrooms (sometimes, they say, the wrong ones) feeling "a bit strange,"

"nervous," "scared," "sorry," "lonely," "shy," and "afraid." Only one student reported any optimism in the face of these feelings, and only three elaborated at all upon why they were confused or unhappy.

> "They called me 'Nancy' and I didn't understand until a few days later I knew they were calling me by that name. They all talked to me but I didn't say anything. There wasn't any other Greek in my class. Then after two days another Greek girl came and we started talking." (RRC 10)

> "On the first day I didn't have any girl friends. I cried at first because in Portugal we didn't have swimming and showers and I was shy of the showers, so I cried, but now I am just like all the rest." (RRC 16)

In contrast more of the Main Street School students, narrated a number of experiences; only five or six simply told the interviewer they were lonely or afraid. Many of them reported a very happy first impression. Only four told of confusion or sadness; although this puts them in a distinct minority, three of these tales are worth repeating, as they tell of the kinds of adjustments New Canadian students have to make, happy or not.

> "It was terrible. The teacher was trying to teach me something but I didn't understand. And we had to make some pronunciation, you know. And in Italian we don't have 'h' and I had to try and say 'h.' And when I went home I started to cry and I said to my aunt, 'why did you send me there?' And she told me it was for my own good. And so I went back." (MSS 12)

> "Very confusing....I was very afraid because in the room where the students could eat their lunch everyone was happy, and I didn't have the courage to eat....I didn't know where the lockers were, I didn't know anybody, I didn't know the teachers, I didn't know how to speak English." (MSS 14)

> "I didn't feel so well. I went into the classroom and it was a very young teacher. That's it about Canada -- you have very young teachers. And I came there and saw people sitting there and talking too loud. In Europe you wouldn't do that you know. If you go to the classroom you have to listen. Maybe because Main Street is a special school it happens. And the teacher said to me, 'what is you name?' That was O.K. I said that. She told the other students what my name is and they just shouted loud, 'Anastasia.' Oh my goodness. I was so shocked at first. But then I got used to it." (MSS 9)

It is also interesting to read through the "happy" first impressions of Main Street School students. They may suggest to the reader why there was a higher proportion of responses from Main Street School graduates than from the Regional Reception Centre graduates.

> "I saw many European boys and the friendly atmosphere...the European people are more friendly. The European people, they got the happy tone all the time." (MSS 5)

> "The friendliness....Everybody, everybody was friendly." (MSS 6)

> "The first thing I saw in Main Street was a very beautiful teacher. She was very kind and very good. And in my class my classmates they do not know the English. But they are all quite friendly with me. (MSS 8)

> "When I went there I didn't know at all the English and the Greek guys, they helped me to know my way around the school and they helped me to speak English." (MSS 11)

> "On the first day I was feeling a little lonely but after I met some Greek girls and I felt better." (MSS 13)

Acculturation in a Multi-Cultural Society

(a) "They treated me very well because they were all New Canadians too."

It should come as no particular surprise that one of the things that makes a New Canadian feel at home is the presence of other New Canadians.

All the graduates were asked how the other students in either Main Street School or the Regional Reception Centres treated them; with a high degree of unanimity it was agreed that the others were friendly.

	Main Street School	Regional Reception Centre
Others were extremely friendly	12	12
Others quite friendly	8	8
Relations with others imperfect	3	1

As the interviews progressed, however, it became evident that although the different cultural groups at both Main Street School and the Regional Reception Centres co-existed in relative amity, friendships tended to exist within one ethnic group.

> "[The other students treated me] very well, especially the students of my country. They helped me. They told me anything I didn't know." (MSS 14)

This phenomenon of "students from my country" being the ones that offer the help and provide the initial introductions was common to both groups.

(b) <u>"But the bad point is that when a Greek is with a Greek he speaks Greek and this is bad</u>."

Half the graduates from Main Street School and just over half from the Regional Reception Centres indicated that while participating in their respective programmes, they spoke very little English. Instead, they said, they spoke Chinese to their Chinese friends, or Greek to their Greek friends, or whatever the case might be.

> HOW MUCH ENGLISH DID YOU HAVE TO USE?
>
> "Not very much. I spoke Polish to the Polish boys." (RRC 13)

With few exceptions, the only ones who did speak English did so in order to communicate with members of other ethnic groups.

> HOW DID THE OTHER STUDENTS TREAT YOU?
>
> "Some Portuguese boys helped me to learn English. They wanted to learn Italian so they helped me with my English...."
>
> HOW MUCH ENGLISH DID YOU HAVE TO USE?
>
> "A lot, because there was no other Italian in my class." (RRC 1)

The only exceptions noted were two other students from Regional Reception Centres:

> "At first I knew none but I had to learn because the teacher wouldn't let us speak Portuguese in the class." (RRC 17)
>
> "At first only a few words because the teacher asked us the names only of the things around us. We often spoke Greek but then we spoke some English because our teacher told us that if we spoke another language we would have to pay 10¢. A day. We tried to speak English then." (RRC 18)

No students from Main Street School mentioned such events.

At Main Street School, however, the situation is slightly more complicated. It should be remembered that about half the students interviewed in this group knew some English when they arrived. The interviews suggest that only about eight of these students actually used English while attending the school, and some of them not to a great extent. A sampling of quotations from the students who spoke little or no English, while there, indicates that a certain amount of peer group pressure was at work in some cases.

> "The others didn't speak very often, just their own language and I was very sorry about this. I tried to speak with them in English and....Sometimes I didn't have anyone to speak to in English and I used to go to the library and study." (MSS 10)

> "I wanted to speak English but my friends were Greek and they wanted to speak only Greek and I couldn't speak all by myself, you know. So I too spoke mostly Greek." (MSS 13)

> "I used to try to speak English but they would answer in Greek and say to me, 'Are you trying to be a Canadian now?' So, I spoke Greek sometimes too. Here I speak Greek sometimes too because if I speak always English they will say, 'So now you have forgotten your Greek?'" (MSS 22)

In light of these responses one is tempted to wonder whether the lack of English speaking students in Main Street School is at fault. Students in attendance there, have little or no opportunity to become friendly with English-speaking Canadians during the school day. However, answers to the question of whether or not each student had any English-speaking friends indicates that Regional Reception Centre students were only slightly better off in this regard.

	Main Street School	Regional Reception Centre
No	13*	8
Only at home	4**	1
Yes, at school	6	6
Yes, at school and at home	0	6
Total	23	21

* Includes "only the teacher."

** Includes "just my sister."

For students in both groups who answered "yes," most of the English-speaking friends cited were other New Canadians!

> "[At Main Street School] I just speak very short English. Until my summer holidays. I go with my Japanese girl friend. She speaks Japanese but I speak Chinese so we can't speak the language together....So we have to speak English. So in the summer holidays we try to speak English and when I go back to school it is September and I can speak English better than before." (MSS 18)

Language is more complex than the simple questions and answers suggest: does the learner's faulty English provide a good model for his friends? It is both improbable and undesirable that a New Canadian student simply not say anything until his English is perfectly adequate for the purpose. Access to other persons who speak one's mother tongue is undoubtedly a source of comfort, and very possibly a necessary one, for the newly-arrived immigrant student. Yet it does seem unfortunate, especially in light of the students' expressed concern for learning English, that this access to the mother tongue works so often to negate access to English.

Students from both groups are aware of these problems. One of the general questions in the interview asked what advice the students would give another New Canadian student who had just arrived. Once again, the majority of students in both groups talked only of the importance of learning English. Seven students, four from the Regional Reception Centres and three from Main Street School, spoke of this in the context of what has just been discussed.

> "[I would tell him] to not speak, like in Main Street, to not speak their own language. They have to speak English as much as they can." (MSS 12)

> "Don't speak Greek or your own language. Speak only English. Because at ___ I spoke Greek and my sister, at the same school, spoke only English and now she is much better than me. She was in another class and there was no Greek there. She speaks much better than me." (RRC 10)

> "I would tell him to never speak his own language at school, to speak only English. Even if he only knows a few words in English, he should say what he knows and the teacher will understand." (RRC 17)

> "...if you speak your own language always it won't help you very much." (RRC 8)

One hopes that other students will find it possible to follow this advice.

(c) "The English of New Canadians"

Just as there is some question as to the quantity of English spoken in these particular settings, there is also some question as to its quality. One wonders, for example, about the quality of English spoken by the Chinese student and her Japanese friend. Although no questions about the quality of English were included in the interview, some of the more articulate students who made the most suggestions for improvement and expressed the most complaints volunteered the following statements (all four were Main Street graduates):

> "...at Main Street the English they speak there is the English of New Canadians. When I went there, I was the one in the class who could speak the most English, because I had learned it before, but my problem was not getting to know English but pronunciation. And that was a problem I could overcome only with Canadian people, English-speaking people....So the English I used was really only with the teacher because I could speak more than most of the other students. I didn't learn from them. At lunch time or breaks, where I met some Portuguese boys or girls I found it easier to speak to them in Portuguese." (MSS 3)

> "At the beginning [learning English] was not hard, but now it's getting harder and harder. It is more difficult now because in Main Street I didn't have to pronounce the words quite well. All I had to do was just say the word. The other boys and girls would understand me because they were of other nationalities. Here, if you don't pronounce the words very well you are in trouble because people won't understand you. Canadians won't understand

...continued

> you....There should be some Canadian students in Main Street so that the New Canadians can have a way of learning how to talk to them. They talk to each other. But they just say the word and say it the way they <u>think</u> it should be pronounced but if they say the word to a Canadian he will not understand." (MSS 14)

> "To learn more English [New Canadians] should try to mix more with Canadians and talk to them.... You will get friends at school, probably, at schools like here but not like Main Street because students there go to learn English and if they speak to you they might teach you the wrong words and wrong pronunciation." (MSS 9)

There was another indication that New Canadians tend to associate primarily with those speaking their mother tongue. Answering the question of whether they had ever "helped" another New Canadian, all but three replied that yes, they had given directions, explained school rules, etc. However, only two of the Regional Reception Centre graduates, and only six from Main Street School, volunteered the information that they had given this kind of help to members of <u>all</u> language groups, or to others besides those of their own language group. Under these circumstances the temptation for newcomers to speak only their own language is more than understandable. What results accrue in terms of the learning of English has already been suggested.

Entering the Regular School

Leaving the special atmosphere of Main Street School or a Regional Reception Centre, and entering a large secondary school "where everyone speaks English," could be and often is an unsettling experience. To some extent too, the ease with which a student adjusts to the new school is a reflection upon his previous preparation.

As far as immediate reactions to the new school are concerned, the two groups were about equally distributed. Answers to the question concerning the students' first day at the school they now attend can be coded roughly as follows:

	Main Street School	Regional Reception Centre
No answer	2	0
Positive, e.g., "I was very happy."	6	3
Negative, e.g., "It was terrible."	5	5
All right, e.g., "I was scared, but...."	10	8
Total	23	21

Students who were unhappy were lonely and insecure, and felt very much out of place:

> "I went to the Vice-Principal's office and waited for a while...then a student came and took me to the classroom. And then I started. I was very frightened. Everyone was strange to me and looked at me, some strangely. I didn't feel very comfortable.... I didn't understand the lesson the first day. It was English literature and they took ballads and I didn't understand it at all.... I was so frightened that I cried and the teacher said to me, 'Don't worry.'" (MSS 2)

> "...a girl came from my class and took us up to our classroom. And I didn't understand the teacher when she was talking because the teachers from Main Street School were from Europe, maybe born in Canada, but they understood us. When I came here I couldn't understand the teacher. And everything was hard because in Main Street we learned only how to speak English...." (MSS 23)

> "I came here and went to the auditorium and then I met some Italian friends from ___ and they took me somewhere and I got lost in the building. And I didn't want to go anywhere so I stayed in the washroom for two periods. Then I met another girl and she saw my crying. She was a Greek girl and she helped me." (RRC 10)

It should be noted that these reactions were tied by the students to language. In the same way those who reported quite a happy first day often said that this was because they could speak English, and understood what was said to them.

> "I was all right because I could speak a little English. In the class there is no Polish guy except one who was born here and doesn't speak Polish very well. So we only spoke English in this school. I was all right." (RRC 11)

It is interesting to see as well that the students continue to refer to their friends, or acquaintances, with an ethnic label attached.

> "I felt quite good because I had a Polish friend here." (RRC 13)

Another cause of happiness, for two or three students, was crossing ethnic barriers, e.g., "I liked it. I made two Canadian friends the first day." (RRC 9). It would be interesting to see how long the identification-by-ethnicity habit is retained by these students, just as it is interesting to speculate on its possible causes.

(a) "Lonely is to hear the teacher and not to understand...."

Of the problems still facing the students, lack of adequate knowledge of English is the most commonly mentioned. Seventeen of the Regional Reception Centre graduates and 18 of the Main Street School graduates said that they were still having problems, sometimes of a severe nature. One major problem seems to be adequate vocabulary for particular subject areas. Not surprisingly, history and geography are mentioned most often as courses where adequate vocabulary is hard to acquire. English courses are mentioned less often, chemistry less often yet, and one student commented on the special vocabulary necessary for health.

It may be that these current problems are the basis of the opinion expressed by one or two students at the beginning of the interview that schools should provide New Canadians with "lessons in all subjects...but where the books are easier" (MSS 1), i.e. concentration on regular subjects on an introductory basis. Elsewhere in the interview, three or four Main Street School students had mentioned in an indirect manner that Main Street School introduced vocabulary necessary for some subjects such as history and geography. The indirectness of these few references leaves doubt as to the extent or success of this preparation.

Many students just state that they can't speak English, or that they can't understand enough. Some of these -- very few -- single out with gratitude regular subject teachers who will help them after class but an almost equal number refer to a teacher who, for one reason or another, wouldn't or didn't give them extra help. A great many students from both groups are, of course, enrolled in special English classes. Still, one can only have sympathy for the student who is quoted at the beginning of this section.

> "Lonely is to hear the teacher and not to understand and ask the teacher and he doesn't understand." (MSS 19)

Only a very few students in this sample, about five from Regional Reception Centres and two from Main Street School, are willing to state outright that they are completely happy; although quite a few more say they would be if not for their problems with the language. Although about half admit to occasional twinges of homesickness, only a very few -- two or three -- state outright that that they would like to go home, a point of view rather poignantly expressed by one Main Street School student:

"When I first came here I was only 12 years old and I was quite happy but then after a while you realize that you are far away from your country. You have a language problem and then a school problem. Last year I didn't care very much but this year, this year I am dying to go back to Greece. I want to go back and live there and go to school there. I don't want to go to school here any more." (MSS 13)

Other students who express causes for their unhappiness refer to things that must bother almost all New Canadian students, at one time or another, to one degree or another. For this reason they deserve quotation.

"In Toronto the schooling is better. You don't have to pay for it....You don't even have to buy your books. In Hong Kong we had to buy books, everything. But still I would like to be in Hong Kong. I had friends there. I could understand the language but here I feel stupid." (RRC 6)

"They say I'm good [in school]. I would do better if I studied harder but I don't like to study because I don't live in my own house but in my cousin's house and when I go home they want to play and want me to play with them." (RRC 1)

"Well, the thing that upsets a New Canadian -- I <u>am</u> a New Canadian -- well they just don't ask me questions, you know. They think that I don't know anything. I can't write so well and I am very bad at spelling and I can't even speak either and so they don't ask me any questions. And so I just sit in my one desk and just watch. When I go out of my class I talk to my friends. But in class I don't. I just stay with my mouth closed....I put my hand up many times and many times I know the right answer but sometimes I am afraid that I am wrong and I am afraid all the students will make fun of me. They might laugh at me. That's why lots of times I don't put my hand up. At home everybody goes out, like my brothers -- they are always going out with their girl friends and they leave me at home with my mother and my father. And I must go to my room and study. Study. Study. And nothing else -- just go to your room and study. And I want to go a little bit out...." (MSS 16)

Others pin their unhappiness to one or two school subjects that they feel totally unable to master or to what one student called "different country, different learning." (MSS 19).

(b) "Sometimes freedom doesn't really help."

A great many students find that schools in Toronto are not what they expected. The amount of "freedom" in Canadian schools may be a bit of a shock. The same student quoted above was also critical of Main Street School on this point:

> "When I first went there, I couldn't talk. I couldn't write. But they should have told me what to do. They gave me books to write, but they didn't tell me 'write something.' They didn't tell me anything...." (MSS 16)

He was the only student who levelled that particular charge so directly. Other Main Street School students, however, commenting later on in the interview on differences between Main Street School and the school they now attend, indicated that for some students a double adjustment must be made: first getting used to Main Street School, and then getting used to the regular school.

Regional Reception Centre graduates did not make this point, even indirectly. Asked the same question -- what differences they noticed between the reception centre and their present school -- almost without fail they commented upon one or another of the phenomena of more teachers, harder work, more subjects, shops, or a bigger school, usually without elaboration. It was Main Street School students who raised the following points:

> "In Main Street you play a lot. You don't have to study like here...." (MSS 13)

> "The teachers are different. They care about you more there at Main Street." (MSS 17)

"I had more friends in my class in Main Street but here no. It's better this way though. You can learn more when you are with Canadians all the time. And you can't fool around. Main Street is only just the first step...there is no pressure on you, but here you have to study if you want to pass the Grade." (MSS 15)

"Here the teachers teach very well but in Main Street no. They don't learn you too much. In this school the teacher teaches you until you realize it." (MSS 7)

"Main Street is just for New Canadian people and you get lots of freedom. You can do anything you like....But over here you got to do it....I think New Canadians should be pushed to learn, because in Main Street I saw many boys who should be in some other school but they are for two years there. It seems to me an awful time waste." (MSS 5)

It was mostly the Main Street School students who elaborated upon some of the differences they had noticed between education here and in their original countries. Again, some were more critical than others.

"I think this school is too comfortable because the teachers are too free and that's not good. You enter a classroom in Canada and you find the students speaking and if the teacher comes in, they don't stand up. They should have at least a little respect for the teacher because they are not equal." (MSS 9)

"As I said before, it's much different, the relationship between student and teacher.... It benefits the student and the teacher. The student tends to become more educated because he is friendly with the teacher and he can go to the teacher and ask him many things, even if it's not about the subject they have just been learning...." (MSS 11)

"Over here you can fool around with the teacher and it doesn't bother him at all. He just doesn't care about you. Most of the teachers don't care about you. When they see you playing they think, 'Oh, the hell with you.' and let you play. In Greece they don't do that. They <u>make</u> you learn. Because they want you to learn." (MSS 14)

> "Here the teaching way is better....In class they argue....They discuss instead of reading only from books. In Hong Kong you read only from books...the whole thing is the book, to memorize the book." (MSS 8)

> "They don't seem to care so much about you here. Like in class, if you don't do any homework, they don't care. The teacher is supposed to be responsible too, you know. He should care whether you do your homework. If you don't do it, they just let you go and then at the end of the year you find out you are in a lot of trouble, just because you didn't work and no one forced you to do it." (RRC 2)

(c) "They don't like us here you know."

One of the more interesting -- and surprising, in terms of quantity -- themes to emerge from the interviews were the variety of comments describing what students felt to be negative attitudes towards themselves held by other members of the community. Descriptions of various kinds of discrimination came from the following numbers of students:

Between Canadians and members of ethnic groups	15
Between two ethnic groups, other than Canadian	1
Within an ethnic group	2
Total	18

Ten of these comments came from Regional Reception Centre graduates, and eight from Main Street School graduates. These 18 students are, incidentally, now attending among them nine schools, so the phenomenon they feel is not restricted to any particular area of the City.

An illustration of conflicts which can occur within an ethnic group is provided by a Chinese boy who said:

"The English people are friendly....The Chinese Canadians are not friendly with the New Canadians. I don't know why, they just don't like us. I like better the Canadians than the Chinese Canadians who were born here. They don't even speak to us. They say bad things to us in English." (RRC 12)

Some of the comments describing negative attitudes from English-speaking Canadians were as follows:

"I think the teachers here, some of them, look down on the Chinese....From their conversation, I know. One of my teachers, I'm not going to mention his name, when he speaks he likes to joke about the Chinese and 'Hong Kong specials'."

ARE THERE OTHER STUDENTS OF CHINESE ORIGIN IN YOUR CLASS?

"Yes."

DO THEY RESENT THIS TOO?

"Yes, of course they do because when he makes these jokes all the other Canadian students look back at us and it's well, it's awful and it's not nice."

HAVE YOU EVER TRIED TO TELL HIM THAT HE IS HURTING YOUR FEELINGS?

"Yes, we did once. But I don't remember what he said then. It's not nice to say these things when there are Chinese people in the class. They all think we don't understand English, and so they speak about the Chinese and about the Japanese too, and so on....Here if you say something wrong your friends make fun of you and laugh at you." (MSS 1)

"...some people laugh at us when we speak Greek. Like when I go out with my mother, and we speak Greek they are laughing at us. I tell my mother no to talk to me on the street in Greek because I know people will laugh....I think some people in my class hate me. Maybe because I speak Greek, I don't know...."

BUT THE OTHER STUDENTS ARE KIND TO YOU?

"Sometimes, but if I do something wrong they say 'oh, that stupid Greek.' They often use words like that. Canadians go with Canadians in my class. And the Greeks go with Greeks. They never mix. Maybe because of the way we dress. We don't wear mini, you see. We are not very fashionable.

...continued

The Canadians only go with Canadians....The Canadians...must learn to understand people much more you know. They must not laugh when we speak. I don't mean that all Canadians laugh at Greeks, but they listen and we don't speak good English, and so sometimes we can't speak at all and that is why we have to speak Greek. But they laugh at us. They could be kind to us, much more kind to us. A few of them are kind, but many aren't...this school particularly is unkind."

APART FROM SCHOOL WHAT ABOUT OUTSIDE? WHERE YOU LIVE?

"Some don't care at all. Others listen to us speaking and then they make fun at us and try to imitate. I remember one day I was out with my mother and we were talking Greek and one girl just came and looked at us, and she said 'mmmmmm' like that. She was making fun. I felt hurt." (MSS 22)

"Some of the students they are not friendly with me. They maybe laugh at me. And they steal my books...I think because I can't speak very well English." (MSS 20)

"When we change classroom, there is always a crowd, you know and I can't walk very fast and they push me and say 'ah, you stupid, move along faster.' They say other things too only I don't know how to say them....They are not polite. They only say these things to the Chinese....I tried to join a camera club here in school but I found that the others didn't like Chinese so I quit. If you ask them anything they act as if they didn't hear anything. So I left." (RRC 7)

"The people are OK. Some of them are friendly. The Chinese who were born in Canada are not friendly to us. They don't like us. They won't help us, they won't even speak to us. They think they are smarter than we are because we don't know English. When we speak to them they don't answer us." (RRC 8)

"I don't like [the English-speaking students]. They didn't treat me well and so I don't have to treat them well now. They didn't talk to me. They would speak slowly to the other guys and talk about me....Some of the New Canadians speak English very well and so the Canadians are all right to them." (RRC 15)

Admittedly, these quotations include some of the stronger ones; other students volunteered the information that although things had been bad initially they were improving now. These statements reflect the English-speaking world as it appears to the immigrant student who describes it. And, to quote W. I. Thomas, "If men define situations as real, they are real in their consequences."

An interesting side issue in this context is that of friendship. Students were asked in the interview whether or not they had any English-speaking friends now, i.e. in the regular school. The answers are at first glance somewhat more encouraging, for 18 of the 21 Regional Reception Centre graduates answered "yes," as did 14 of the 23 Main Street School graduates. However, scattered evenly among both groups of affirmative response were disclaimers: "a Chinese girl," "but very few," "other New Canadians," "including a Canadian," "no Canadians," "I think," "mostly Italians, only one Canadian," etc.

It would appear that friendship with a Canadian is something that is specifically noted. And perhaps that should stand as the final comment on integration, along with a piece of advice from a Regional Reception Centre student:

> "Always try to speak English. Try to make friends with the Canadians because if you don't try they won't." (RRC 14)

Overview: Who Helped You the Most?

Enough has been said already in this report to indicate that there exists among the New Canadian population in this study, not only a wide variety of opinion, but a wide variety of experience as well. The following figures provide an indication of who the students felt had helped them the most since they came to Canada.

	Main Street School	Regional Reception Centre
Not codable	2	0
A teacher at the regular school	1	2
A teacher at Main Street School	5	-
A teacher at the Regional Reception Centre	-	5
"Teachers" or "School"	6	2
No one	4	-
A family member	1	6
Friend(s)	1	5
"Main Street School"	1	-
"Teachers and friends"	1	-
"Everyone"	-	1
"A Canadian immigration officer"	1	-

Obviously the word "help" was given a wide range of meanings by the students. While the variety of answers is interesting it is apparent that a special study would be needed to identify the critical people and events involved in acculturation.

THE TEACHER RATINGS

The results of the teacher rating questionnaires are presented item by item in Table 1. Only the 15 pairs of Main Street School and Regional Reception Centre graduates who could be matched by sex and mother tongue are included. They were distributed as follows:

Mother Tongue	Male	Female
Chinese	4	3
Portuguese	1	1
Greek	1	3
Italian	-	1
Polish	-	1
Total	7	9

For reference the table also includes the average scores of all Grade 9 students in the New Canadian study as well as the scores of that group of students, not born in Canada, who learned English as a second language. To make comparisons easier the average scores for these groups are presented graphically in Figure 1. As can be seen the rating questionnaire did not reflect great differences between the two groups of graduates.

On two items, however, some difference was noted. Main Street School graduates obtained higher scores than Regional Reception Centre graduates on Item 1, which asked whether the student displayed appropriate classroom behaviour but the difference was not statistically significant. On Item 3 which asked whether the student accepted classroom goals and contributed actively to class activities Regional Reception Centre graduates were rated higher than the Main Street School graduates and the difference was statistically significant at the .05 level.

If the results of the graduates are compared with the results of other Grade 9 students it can be seen that the graduates are already doing as well as most students: the exceptions are in the areas related to language where relatively speaking, the graduates do not do quite as well as their classmates. (The rating scale is reproduced in the Appendix.)

TABLE 1

TEACHER RATINGS SCORES

	RRC Students*		MSS Students*		Grade 9**		Grade 9[a]	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
1. Discipline	6.27	2.41	7.73	3.57	5.75	2.11	6.07	2.08
2. Gets Along	4.13	1.71	3.73	1.93	4.29	1.68	4.53	1.70
3. Goals	4.53	1.61	2.80	1.54	4.19	2.12	4.42	2.14
4. General Adjustment	4.00	1.79	4.40	1.66	4.32	1.89	4.59	1.88
5. Reading	3.60	1.31	2.93	1.61	4.33	1.88	4.19	2.08
6. Language	2.93	1.24	3.20	1.42	4.34	1.75	4.16	1.90
7. Out-of-School Experience	3.33	2.02	2.93	2.05	3.84	1.98	3.91	08
8. General Performance	3.60	2.33	3.47	1.99	4.01	2.21	4.16	2.15
9. School Ability (i.e. how far)	3.47	1.15	4.13	1.54	3.98	1.76	3.93	1.75
MEAN OF THE TOTAL SCORE	35.86		35.32		39.05		39.96	

* N = 15. Only pairs that could be matched on language are included.

** All Grade 9 students in New Canadian Study sample, Spring, 1968, (N = 1795) for whom Teacher Ratings were completed.

[a] Grade 9 students born outside Canada, learned English as a second language, (New Canadian Study, Spring, 1968, N = 529).

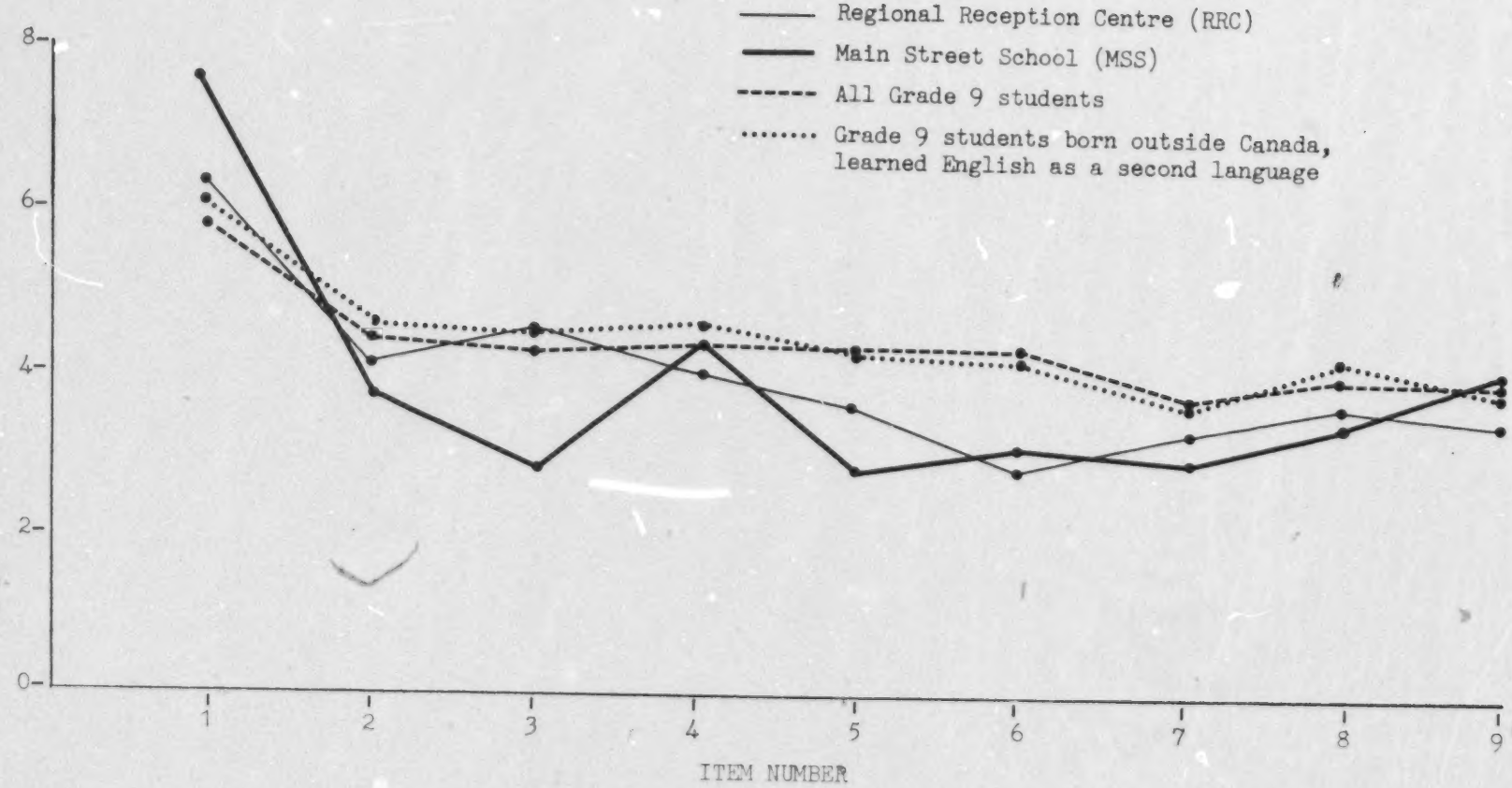

Fig. 1. Mean teacher rating scores for each item, Grade 9 students, Main Street School and Regional Reception Centre graduates.

SUMMARY AND CONCLUSIONS

The difficulties of doing a comparative study of sections of the New Canadian population were made apparent as this study was conducted. Two major difficulties had to be taken into account. First, the backgrounds of New Canadian students are so different in terms of amount and kind of English instruction required, and of the amount and kind of English instruction received, that a "pure" example of graduates from either group could not be found. Secondly, because of various external factors, to match students according to programme meant that no adequate match could be made according to age. Therefore, in this study, the sample of Main Street School graduates are older, on the average, than the sample of Regional Reception Centre graduates.

Partially for reasons inherent in Main Street School's policy of admitting students only 12 years of age or older, the Main Street School graduates as a group tend to be more academically oriented, e.g., more of them are now in an arts and science programme, than their Regional Reception Centre matches. The Main Street School students were also more talkative and for this reason are quoted twice as often as the Regional Reception Centre graduates. A deliberate attempt was made to provide quotations from every student; no student was quoted more than four times.

Great differences between the two groups of students did not emerge either from the interviews or from the teacher ratings. The teacher ratings indicated that the students are faring about equally well in the regular school environment. The interview data suggests that members of both groups still have problems in English. An approximately equal number from both programmes mentioned negative attitudes expressed towards them,

or towards all New Canadians, by other members of the community. But these are all individual differences, scattered among members of both groups, and not concentrated in either group.

Students from both groups were unanimous in their desire to learn English and united in the importance they attached to this knowledge. They believed the first goal of the school should be to teach them English. Inadequate English is what they say is holding them back now. Their advice to other New Canadians is to learn English as fast as they can. They would also warn other New Canadians not to speak their own language, even when the temptation exists as it does in both Main Street School and the Regional Reception Centre.

One thing that differentiated the two groups is that Main Street School students, possibly for reasons outlined in the first paragraph of this section, were more critical of their Main Street School experience (and also happier when they first arrived there) than the Regional Reception Centre graduates were of their experiences. All of these students had already had more than half a decade's experience of education in their native land, and it is possible that they objected to the greater latitudes existing in Canadian school practices as compared to the structured formality they had come to associate with learning. However, to these students there was only one issue — language, regardless of any philosophical positions their Canadian educators might have. In fact, the implication of some of the students' statements, if one wishes to draw it, might be that they have a different philosophy: one of learning the language which they identify as vocabulary and pronunciation, as efficiently as possible, and letting cultural integration follow that. Whether or not it would be appropriate to respond to the students' expressed interests and needs with what might appear to be a more rigid and narrow programme, is a question that merits

some thought in any future consideration of aims and goals of programmes in English as a second languge, especially for the adolescent.

APPENDIX

ADMINISTRATION BOOKLET FOR
TEACHERS' RATING OF STUDENTS

May, 1969

INSTRUCTIONS

1. Home form teachers of students in Grades 7 or 8 and English teachers of students in Grades 9 or above are to complete these ratings.

2. Score sheets are already marked with the students' names on them.

3. Using a dark pencil or pen, place an "X" over the appropriate rating number in each vertical column. Be sure only one number in each column is marked. Erase mistakes.

4. Please read each question carefully. Decide from your own knowledge the ratings for each student.

5. Return the completed score sheets to the Research Department, Toronto Board of Education, in the envelope provided. This administration booklet may be discarded when the ratings are completed.

1. Discipline

Displays behaviour that you, the teacher, consider appropriate, for your classroom.

Rate 0: Constant discipline problem; behaviour always inappropriate.

2: Frequent discipline problem; behaviour often inappropriate.

4: Occasional discipline problem; exercises some self control.

6: Very seldom causes discipline problems; exercises self control most of the time.

8: Never causes discipline problems; behaviour always appropriate.

2. Ability to Get Along

Interacts with most of his classmates in a satisfactory manner.

Rate 0: Never able to get along in classroom, (or in schoolyard).

2: Frequently quarrelsome, or limits social contacts to one or two chosen friends.

4: Gets along with most pupils, and regularly participates in group activities.

6: Often shows leadership ability in group activities, and is popular with most classmates.

8: Consistently shows leadership ability in school contacts, and is trusted by other pupils

3. Acceptance of Goals

Contributes to classroom activities, i.e. answers questions readily, talks during discussion, makes active contribution to class projects.

Rate 0: Shows no interest; makes no contribution.

2: Shows limited interest in a few activities.

4: General interest in classroom activities; contributes occasionally.

6: Wide variety of interests; contributes regularly.

8: Participates actively and enthusiastically in all activities; contributes more than do most other pupils.

4. General Adjustment Evaluation

Considering all aspects of the pupil's adjustment to the classroom environment, evaluate his position.

Rate 0: Quite out-of-place.

2: Seems uncomfortable.

4: Adequately adjusted.

6: Makes consistent, conscientious efforts to improve himself in relation to his school world.

8: Makes an effort to positively influence his classroom world.

5. Reading

Reads with comprehension and fluency; conveys meaning to listeners.

Rate 0: Reads with little or no comprehension, mostly word by word, without much meaning.

2: Reads with word recognition and comprehension at bottom level of class.

4: Reads with comprehension and fluency; conveys meaning at middle level of class.

6: Reads with word recognition and comprehension at top level of class.

8: Superior reader, able to comprehend most material encountered, e.g., magazines and books at higher grade levels.

6. Language

Extent of vocabulary; correct grammatical usage of English; ability to express self clearly, (both oral and written).

Rate 0: Generally very poor command of the language, frequently misunderstood, or cannot communicate self due to inadequate language.

2: Language poor; on occasion is misunderstood.

4: Command of language adequate; child still makes some grammatical errors.

6: Good command of language; no grammatical mistakes.

8: Extremely articulate for child this age; superior vocabulary, clear expression of ideas.

7. Use of Out-of-School Experiences in Class

Draws on background experiences, reading.

Rate 0: Shows no background experiences; reports no information pertaining to the world about him.

2: Shows a few background experiences; reports some information.

4: Reasonably well-informed.

6: As a result of his background experiences, he is often able to contribute new information.

8: As a result of his background experiences, regularly displays a wealth of knowledge. High degree of sensitivity to the world around him.

8. General Performance Level

The quality of work; diligence in performing it.

Rate 0: Makes many errors; doesn't concentrate; seems uninterested in improvement.

2: Makes an effort to concentrate, still has difficulty with work; quite a few errors.

4: Listens; performs as required; relatively neat.

6: Somewhat above average; diligent; few errors.

8: Far above average; diligent; produces extremely accurate work.

9. School Ability

To provide your estimate of this child's ability, try to predict how far you think he will go (ignore financial ability of parents).

Rate 0: Will have difficulty completing Grade 8 (for Grade 9 students: completed Grade 8 with great difficulty).

2: Will not complete high school.

4: Will complete high school.

6: Will go to university.

8: Will go beyond a B.A.

INTERVIEW SCHEDULE

1. What is the most important thing a school can do for a New Canadian?
2. What kind of help did you need when you came to this country?
3. What is the most difficult thing you have had to do or learn since coming to Canada?
4. How did Main Street School/the Regional Reception Centre help you?

5. What do you remember of your first day at Main Street School/the Regional Reception Centre?
6. How did the other students treat you?
7. Have you ever helped New Canadian students who have arrived after you.
8. How much English did you have to use?
9. Did you have any English-speaking friends while at Main Street School/ the Regional Reception Centre?
10. Was it hard to learn English?

11. What do you remember about your first day at this school (i.e. the school you now attend)?
12. Was it the way you thought it would be?
13. What differences did you notice between Main Street School/the Regional Reception Centre and this school?
14. Do you have any English-speaking friends now?
15. Do English-speaking students ever make fun of you or tease you?
16. What things make you lonely or unhappy Here?
17. Are you doing well at school? (What seems to be holding you back?)

18. What advice would you give a New Canadian friend who had just arrived in this country?
19. What have you learned about this city and this country?
20. How is school here different from school in ___ (your native land)?
21. Of all the people you know in this country who has helped you the most? What kind of help did he/she give you?